R E P O R T R E S U M E S

ED 016 595 RE 001 122

GUIDELINES FOR THE REMEDIAL READING PROGRAM.

BY- MARKS, RUTH A.
IDAHO STATE DEPT. OF EDUCATION, BOISE

PUB DATE MAY 65

EDRS PRICE MF-$0.25 HC-$0.96 22P.

DESCRIPTORS- *STATE CURRICULUM GUIDES, *GUIDELINES, *REMEDIAL READING PROGRAMS, *READING CENTERS, READING CLINICS, READING DIAGNOSIS, READING DIFFICULTY, REFERRAL,

THIS GUIDE FOR SETTING UP REMEDIAL READING PROGRAMS IN IDAHO SCHOOLS EMPHASIZES THE IMPORTANCE OF PREVENTING READING DIFFICULTIES. THE GUIDE MAINTAINS THAT WHILE A REMEDIAL READING PROGRAM PRIMARILY DIAGNOSES READING DIFFICULTIES AND PROVIDES THE NECESSARY REMEDIAL TREATMENT, THE PROGRAM ALSO SUPPLEMENTS THE REGULAR CLASSROOM READING PROGRAM. TO HELP TEACHERS IDENTIFY PUPILS NEEDING REMEDIAL READING INSTRUCTION, CRITERIA ARE SUGGESTED FOR JUDGING PROSPECTIVE REFERRALS. THE DUTIES OF THE ADMINISTRATIVE STAFF, THE REMEDIAL READING TEACHER, THE REGULAR CLASSROOM TEACHER, AND OF THE PARENTS CONCERNED ARE ALSO CONSIDERED, SINCE THE EFFECTIVENESS OF THE PROGRAM DEPENDS ON THEIR COOPERATIVE EFFORTS. THE MINIMUM STANDARDS PRESCRIBED BY THE INTERNATIONAL READING ASSOCIATION ARE RECOMMENDED AS GUIDES FOR IDENTIFYING THE READING SPECIALIST. SAMPLES OF FORMS USED FOR KEEPING ACCURATE AND UP-TO-DATE RECORDS OF EACH REFFERRAL'S PROGRESS ARE ENCLOSED. (NS)

ED016595

GUIDELINES FOR THE REMEDIAL READING PROGRAM

MARKS, RUTH A.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

GUIDELINES FOR THE

REMEDIAL READING PROGRAM

Idaho State Department of Education

Division of Instruction

May 1965

Prepared by

Ruth A. Marks
Supervisor, Elementary Education

Reid Bishop
Deputy State Superintendent
Division of Instruction

D. F. Engelking
State Superintendent
of Public Instruction

TABLE OF CONTENTS

FOREWORD

GUIDELINES FOR THE REMEDIAL READING PROGRAM
Purpose of the Program 1
Criteria for Selection of Pupils to be included in the Remedial Reading Program 2
The Role of the Administrative Staff 3
The Role of the Remedial Reading Teacher 4
The Role of the Parent 5
The Role of the Classroom Teacher. 6
Scheduling Classes 7

MINIMUM STANDARDS FOR PROFESSIONAL TRAINING OF READING SPECIALISTS ; 8

SUGGESTED FORMS FOR USE IN THE REMEDIAL READING PROGRAM 10

F O R E W O R D

Today more interest is being shown in improvement of instruction in reading than at any other time in the history of American education. Money is being spent for improved library facilities, additional textbooks, mechnical devices aimed at increasing speed of reading, in-service training of teachers, reading consultants, and reading institutes and conferences. Universities and colleges are offering additional courses concerned with instruction in reading and research studies are in progress which seek to find inproved methods of beginning reading instruction. Reading instruction has become a common topic of conversation at social functions and is uppermost in the minds of many teachers of all subject areas and grade levels. Parents, businessmen, legislators and executives at every level of government have become interested in the teaching of reading.

Retardation in reading is not a development of the last two or three decades. What has developed during this period is a vigorous program of study designed to prevent and correct difficulties in reading.

Some Idaho school administrators have indicated that the need for a remedial reading program is reflected by the number of pupils entering the junior high schools with real problems in reading. The requests of several of the administrators have prompted the preparing of guidelines for the remedial reading program.

Before a remedial program is considered, the reading program which is currently being used in the school should be carefully surveyed. It is important that emphasis be placed upon prevention of difficulties as well as upon cure. Measures such as the following are significant in the prevention of retardation in reading:

- maintenance of enrollments in primary classes from 20-27 pupils
- employment of well-trained primary teachers who have the ability to work with young learners in terms of their abilities and needs
- provision of adequate library facilities
- adjustment of instruction and instructional materials to provide for individual differences
- provision of a well-defined developmental reading program

Foreword (Continued)

Remedial is a term usually associated with instruction that attempts to remedy a condition which it is believed can be remedied, i.e. reading which is considerably below ability level. Confusion is sometimes introduced by the fact that all children reading far below grade level are not candidates for a remedial reading class. Remedial reading implies instruction aimed at bringing a child's achievement closer to his actual ability and does not relate to grade level or chronological age norms. For example, two fourth grade pupils of the same age may be reading at a high second grade level. Although both pupils are in the same grade and are reading at approximately the same level, only the one not achieving as well as could be expected on the basis of his ability would be a logical candidate for remedial reading. Should remedial reading be offered to all pupils who are not reading up to grade level or norm, it would be implied that methodology or technique in instruction can compensate for lack of ability.

GUIDELINES FOR THE REMEDIAL READING PROGRAM

Purpose of the Program

The reading center is planned and conducted for the purpose of making diagnosis of reading disability and attendent causes, and providing remedial treatment. The program is intended to supplement the regular classroom reading program and is designed for students of average and above average ability.

Causes for reading disabilities may be:

1. Physiological, such as:
   a. visual
   b. auditory
   c. speech
   d. maturation
   e. history of poor health
   f. present condition of poor health
   g. poor muscular coordination

2. Psychological, such as:
   a. mental immaturity
   b. inadequate personality
   c. lack of interest
   d. emotional instability

3. Social, such as:
   a. linguistic problems
   b. lack of group or individual acceptance
   c. undesirable attitudes toward reading

4. Inadequate instruction, such as:
   a. lack of reading readiness (at any level)
   b. inadequate experiential background
   c. deficiency in word perception
   d. lack of opportunity to participate in a suitable developmental reading program

Before the child begins his work in the remedial class every effort should be made to secure the correction of physiological and environmental factors that may be contributing to his retardation in reading.

The services of a physician, school nurse, psychologist, opthalmologist, speech specialist and psychiatrist are desirable and could well be coordinated with services offered by the well-trained reading specialist. An organized group of professional people working together in a cooperative fashion has possibilities of action which are beyond the capabilities of the reading specialist working in a schoolroom setting. However, a reading center can be managed by a trained reading teacher with the part-time services of a physician for physical examinations. The teacher should have special training in diagnostic and remedial procedures and should have teaching experience in the regular classroom at primary grade levels. The Minimum Standards for Professional Training of Reading Specialists, prepared by the International Reading Association, may serve as a guide to teachers and administrators in identifying the reading specialist.

Criteria for Selection of Pupils to be Included in the Remedial Reading Program

Practices vary widely regarding the means used in determining pupils to be included in the remedial class. Criteria for admission to the class should be carefully considered by administrators, parents, classroom teachers, and remedial reading teachers and some agreement should be reached and placed in writing before the class is set up. Misunderstanding can be avoided if a copy of the criteria is in the hands of each teacher.

The following general statements may be of help to local districts in drawing up criteria to be used for selection of the students to be included in remedial reading classes.

1. Except in most unusual cases it is not advisable to provide remedial teaching in the primary grades (1-3). Adjustment of instruction and learning materials at this level is so common that skills can usually be developed in the regular classroom.

2. No pupil should be considered for admission who is not reading at least one grade below his present grade placement.

3. Cumulative records, teacher judgment, and standardized tests should be employed in the initial screening for probable cases of retarded reading.

4. Pupils who obtain scores below 80 in terms of I.Q. should be instructed in classes for the mentally retarded. It is usually not educationally profitable to accept such students for remedial teaching.

5. Certain severely emotionally disturbed, physically handicapped, or perceptually impaired children are not necessarily candidates for the remedial reading class since these children require the services of specialists to meet their particular needs.

The Reading Center (Continued)

6. If the lack of facilities or remedial teachers necessitates some selection within the group of apparently retarded readers, priority should be given to the youngest and to those who show the most readiness to cooperate in the program.

7. Referrals should be made through the building principals. Misunderstanding can be avoided if parents discuss the problem with the classroom teacher and principal rather than applying directly to the remedial reading center.

8. All testing for the program will be done by qualified personnel. It is desirable that individual intelligence tests be administered to the group of probable retarded readers who have been identified through the initial screening.

The Role of the Administrative Staff

The Remedial Reading Program is an important part of the total instructional program. Each administrative and supervisory staff member should work with the remedial reading teachers to:

1. Provide an organized district-wide program.

2. Select teachers who have special training. *

3. Help determine procedures to be used for screening of pupils who need help.

4. Plan an effective in-service program which includes all reading instruction and gives the entire teaching staff information regarding the aims and scope of the remedial reading program.

5. Select and assist in interpreting tests so that a comprehensive analysis program may be provided for each pupil.

6. Provide a continuous study of materials so that each child may be equipped with materials adequate to meet his special reading needs.

7. Develop an effective means of record keeping and reporting.

8. Arrange, with the cooperation of the classroom teachers, the time schedule of classes.

* See Minimum Standards . . . pages 8-9

The Reading Center (Continued)

9. Limit the enrollment in any class receiving instruction at the same time to ten pupils or fewer, since instruction must of necessity be largely individualized.

10. Evaluate the on-going program.

11. Plan for further improvement of the program.

The Role of the Remedial Reading Teacher

An effective remedial reading program depends on close cooperation among the Superintendent, the Principal, Supervisory personnel, the Classroom Teacher, the Parents, and the Remedial Reading Teacher. Therefore, the Reading Center Teacher should:

1. Assist classroom teachers -
   a. in providing materials of instruction
   b. by analyzing pupil needs in reading

2. Assist with the development of a sound public relations program regarding instruction in reading.

3. Help interpret the Reading Center Program to the teachers and parents.

4. Have warmth, tact, and sympathetic understanding in working with pupils who have faced failure.

5. Possess ability to work harmoniously with other teachers and parents.

6. Screen pupils referred for diagnosis.

7. Accept only those pupils referred for diagnosis and treatment who have scored above 80 on previous group intelligence tests and at the same time are reading at least one grade below present grade placement. (If the child's mental age is shown to be significantly higher than his reading age as determined by the standardized reading test, this can be taken as an indication that instruction in remedial reading may prove beneficial.)

8. Identify learner needs by analyzing physical, mental, social, emotional, and educational data from all available records.

9. Determine the progress in reading for each pupil through the use of informal inventories, standardized tests, observations and reports of progress in other areas of learning.

The Reading Center (Continued)

10. Provide pupils with a pleasant reading environment which will foster favorable interests and attitudes as well as contribute to emotional stability.

11. Help the pupil understand that his reading is planned with a purpose and for his specific needs. Let him sense success by frequently showing him his progress as he improves.

12. Utilize every available resource to help the pupil improve his reading by including professional assistance from health, testing, library, and other service departments in the school system.

13. Make use of reading improvement methods and techniques which reflect the results of current research and are suitable for each pupil at his developmental level.

14. Utilize materials and experiences which will enhance reading improvement through the development of permanent reading interest, comprehension skills, word perception skills, organization skills, and study skills.

15. Maintain records of valuable information pertinent to the development of each learner which may serve later for evaluation purposes.

16. Prepare and forward periodic reports to the parents of the students included in the reading center program.

17. Release pupils to regular classes when their reading needs have been met and they can participate effectively in reading in their regular classroom.

18. Help the principal and the classroom teachers evaluate the effectiveness of the reading program in the school.

The Role of the Parent

Parents must be considered in any reading improvement plan. Their chief responsibility is to foster desirable attitudes toward and interests in reading while the school's responsibility is the teaching of techniques. The following suggestions may be helpful to parents not only in the Remedial Reading Program but also in any school situation.

1. Maintain the right attitude toward the learning situation.

2. Encourage the child to seek help when he needs it.

3. Recognize any improvement which the child has made.

The Reading Center (Continued)

4. Cooperate with teachers so that maximum gains may be made.

5. Familiarize themselves with the remedial reading program as well as the total school program.

6. Know what the teacher expects of the child and the parent.

7. Teach and maintain respect for others.

8. Read to the child from a very early age.

9. Show interest in and enjoyment of books.

10. Help the child to use resource books.

11. Stimulate the child's curiosity.

12. Provide and discuss a variety of experiences with the child.

13. Provide interesting books at the child's reading level. Make sure he has a library card and provide transportation to the library when it is needed.

14. Arrange for a complete annual physical examination.

15. Develop with the child an appreciation for what is being done to help improve his reading.

The Role of the Classroom Teacher

An effective remedial reading program depends upon cooperative planning by the classroom teacher, the remedial reading teacher, and all available resource people including nurse, guidance counselor, and school librarian. The classroom teacher should:

1. Create an atmosphere in the classroom that is conducive to learning.

2. Foster activities which will create a desire to read, such as:
   a. offer opportunities to hear and enjoy stories
   b. provide occasions to hear, read, and enjoy poetry
   c. plan opportunities for the child to read successfully in an audience situation when he is ready and able
   d. encourage the use of school and public libraries

3. Have a sympathetic understanding of the child's problems.

4. Use good teaching procedures to help establish basic skills, such as:
   a. develop a good basic sight vocabulary
   b. teach word attack skills including phonetic and structural analysis
   c. develop comprehension skills
   d. make sure the child knows and uses the basic skills introduced at lower levels before going on to higher levels

5. Know how to administer and interpret standardized tests.

6. Know a variety of techniques for differentiating children into groups, such as:
   a. administering informal reading inventories
   b. conducting interviews

7. Utilize all available sources which will give understanding of the child's problems. Some sources of information may be:
   a. cumulative records
   b. nurse's records
   c. former teachers
   d. social workers
   e. observations
   f. parent conferences

8. Complete the required referral forms for those pupils who appear to be one or two years below grade placement in reading..

9. Confer with the remedial reading teacher concerning matters, such as:
   a. needs of the child
   b. materials used in reading in the reading center and in the regular reading program
   c. learning activities presented in the classroom and in the reading center.

10. Implement in the classroom types of work done by the remedial reading teacher.

11. Present pertinent information to the remedial reading teacher concerning the total growth pattern of the child and his progress in reading.

12. Adjust the child's work so that he will be able to find some success in the work required in the regular classroom.

Scheduling Classes

The time of day has relatively little effect upon the learning ability of the children, therefore remedial classes may be scheduled at any time that is convenient. However, avoid if possible, any encroachment upon the time required for other necessary activities. Probably the best time for the class is at the time other pupils in the classroom are receiving instruction in reading or literature. It is not advisable to schedule remedial reading at the expense of music, art, or physical education, since these are perhaps the only periods of the day in which poor readers find enjoyment and a measure of success. Classes should meet at regular frequent intervals.

MINIMUM STANDARDS FOR PROFESSIONAL TRAINING OF READING SPECIALISTS

I. A minimum of three years of successful teaching and/or clinical experience.

II. A Master's Degree or its equivalent of a Bachelor's Degree plus 30 graduate hours in reading and related areas as indicated below:

A. A minimum of 12 semester hours in graduate-level reading courses with at least one course in 1 and 2, and 3 or 4.

1. Foundations or survey of reading
A basic course whose content is related exclusively to reading instruction or the psychology of reading. Such a course ordinarily would be the first in a sequence of reading courses.

2. Diagnosis and correction of reading disabilities
The content of this course or courses includes the following: causes of reading disabilities; observation and interview procedures; diagnostic instruments; standard and informal tests; report writing; materials and methods of instruction.

3. Clinical or laboratory practicum in reading
A clinical or laboratory experience which might be an integral part of a course or courses in the diagnosis and correction of reading disabilities. Students diagnose and treat reading disability cases under supervision.

4. Supervision and curriculum in reading
A study of selected curriculae and the planning of a sound school curriculum in reading; an understanding of the functions and duties of the reading supervisor or consultant and the effective ways of implementing them.

B. At least one graduate-level course in each of the following content area:

1. Measurement and/or evaluation
A course which includes one or more of the following: principles and practices of test construction and the selection, administration, scoring and interpretation of group standardized tests; nature, theory, function and use of individual intelligence tests; theory, function, and use of tests of personality.

2. Child and/or adolescent psychology or development
A course which stresses how child and/or adolsecents mature and develop with emphasis upon school activities and their relation to normal, healthy development.

3. Personality and/or mental hygiene
   A course which includes one or more of the following: the nature, development and patterns of personality and methods of change, personality theories and their contributions to understanding the dynamics of personality, integration of psychological knowledge and principles and their relation to mental health, etiological factors, differential diagnosis and methods used in the correction of behavior problems.

4. Educational psychology
   A course which includes one or more of the following: study of behavior, development, school environment, conditions for learning and methods of assessment; theories of learning and their implications for classroom practices.

C. The remainder of semester hours in reading and/or related areas. Courses recommended might include one or more of the following:
   1. Literature for children and/or adolescents
   2. Organization and supervision of reading programs.
   3. Research and the literature in reading.
   4. Foundations of education.
   5. Principles of guidance.
   6. Nature of language.
   7. Communications.
   8. Speech and hearing.
   9. Exceptional child.
   10. Or any additional courses under IIA or IIB.

* Minimum Standards for Professional Training of Reading Specialists, 1961 ed.

Prepared by: Committee on Professional Standards,
International Reading Association

* Permission to reproduce granted by: International Reading Association
P. O. Box 119
Newark, Delaware 19711

FORMS TO BE USED IN THE REMEDIAL READING PROGRAM

The maintenance of accurate records of information pertinent to the development of each learner is extremely important. These may be an aid in the establishment of individual programs for the correction of difficulties and may serve later for evaluative purposes.

It is advisable that the report and record forms be standardized. The forms which follow are suggestive only and may be adapted to meet the needs of the local district programs.

REFERRAL FORM FOR SPECIAL READING CLASSES

Information to be filled in by the classroom teacher:

Student's Name _____ Waiting List _____

Grade _____ Birthdate _____ Sex _____ Accepted _____

Parent's Name _____ Not Accepted _____

Address _____ Phone _____

GENERAL ACHIEVEMENT

Knowledge of Basic Reading Skills

Vocabulary-word meaning

High ____ Average ____ Poor ____

Vocabulary-word attack skills

High ____ Average ____ Poor ____

Comprehension

High ____ Average ____ Poor ____

Tests (Use most recent)

Reading Test

Name of test _____

Date _____ Score _____

Hearing Test

Results _____ Date _____

Vision Test

Results _____ Date _____

Articulation (list any speech difficulty)

Intelligence

Name of test _____

Date _____ Score _____

GENERAL OBSERVATION OF TEACHERS

Classroom behavior

Good ____ Average ____ Poor ____

Emotional Problems

Severe ____ Mild ____ None ____

Give cause if known: _____

GENERAL HEALTH

Good ____ Poor ____

Physical Growth

Average ____ Above average _____

Below average _____

Attendance Record

Good ____ Average ____ Poor _____

Parent Conferences: Dates & Results

Specific statement, or analysis of pupil's difficulty as the teacher sees it, including home situation, attitudes, and study habits (Use back of form if needed)

REFERRED BY: _____

PRINCIPAL: _____ DATE: _____

_____

_____Idaho

THE IMPROVEMENT OF READING SKILLS PROGRAM

_____School
_____Date

Dear_____:

_____ was referred to me because of reading difficulties. Your child is going to receive some special help in reading in addition to the regular classwork. The results of carefully given tests indicate _____ needs this extra help.

From time to time you will be sent progress reports. In the meantime, if you wish to discuss _____problems with me you may arrange for a conference between _____ and_____.

Will you please sign this form and return it to the school at your earliest convenience?

Sincerely yours,

_____
Special Reading Teacher

_____
Principal

I will _____will not_____ be able to attend the conference at the suggested time.

_____
Parent's signature -

SCHEDULE OF READING SKILLS CLASSES

TIME	NAMES OF STUDENTS	GRADE LEVEL	INSTRUCTIONAL LEVEL	SPECIAL NEEDS OF STUDENTS

Special Reading Teacher

INDIVIDUAL REPORT OF TESTING

This report should be made for all pupils tested for the Remedial Reading Program.

Name_____Grade_____ Class_____

was given a series of tests on _____, 19_____.

RESULTS WERE AS FOLLOWS:

Informal Reading Inventory
Form_____ Date_____ Grade_____

Hearing capacity	_____
Instructional level	_____
Independent level	_____
Strength & weaknesses	_____

Reading Survey
Form_____Date_____Gr.Score_____

Speed	_____
Vocabulary	_____
Comprehension	_____
Total	_____
Reading Accuracy	_____

Non Language Intelligence Test

I.Q._____

OTHER INFORMATION:

READING CENTER ANALYSIS DATA

To be filled in by the Special Reading Teacher

Name_____ **School**_____

Date_____, 19___ **to**_____, 19___ **Birthdate**_____

Grade_____ **Address**_____ **Telephone**_____

Parent's Name_____ **Classroom Teacher**_____

Special Reading Teacher_____

Date: _____, 19____

Intelligence Test _____

_____ **I.Q.**_____

Previous Test Scores _____

_____

_____

Date:_____, 19_____

Informal Reading Inventory
Hearing Capacity _____
Instructional Level _____
Instructional Reading Level _____
Comments_____

_____

_____

Reading Survey Test

_____,19___,_____, 19___

	Form	Form
	____	____
Speed of Reading	____	____
Vocabulary	____	____
Comprehension	____	____

Parent Conferences
List dates and results

Hearing Test: Date_____, 19___

Results_____

_____

Vision Test: Date_____, 19___

Articulation (if pertinent)

Date_____, 19___

(OVER)

NEEDS: _____, 19____ _____,19____

Comprehension	_____	_____
Vocabulary	_____	_____
Recall	_____	_____
Organization	_____	_____
Speed	_____	_____
Study Skills	_____	_____

RECOMMENDATIONS: _____

_____

_____

_____

Withdrawn from Remedial Reading Class: _____, 19____

(OVER)

PROGRESS REPORT

This is a report of your child's progress in the Special Reading Class. Please examine carefully, add your comments, sign and return to the Special Reading Teacher

_____
Superintendent of Schools

_____School

_____19___

Dear_____:

_____ has shown improvement in the Special Reading Class, although progress may not be reflected in his regular classroom work as yet. Comments concerning reading achievement, personal adjustment, and recommendations are as follows:

Please feel free to call us _____ and arrange for
Telephone number

a conference.

_____
Special Reading Teacher

Parent's signature and comments:_____

_____

_____

_____

WITHDRAWAL FORM FOR SPECIAL READING CLASSES

_____ School

_____, 19___

Dear_____:

During the past _____ months, your child has been receiving special help to strengthen his reading skills. At the present time he is reading at _____ level. We believe that_____ _____can now function effectively in his regular class and therefore will discontinue attending the Special Reading Class.

It has been a pleasure to work with_____. We thank you for your understanding and cooperation. If we can be of assistance at any time, feel free to call us.

Your suggestions or comments will be appreciated.

Sincerely yours,

_____
Special Reading Teacher

_____
Principal

Parent's signature and comments:_____

_____

_____

_____

_____

_____